The Use of *Luvlingua* Application Media in Improving Arabic Vocabulary

Anggun Syahputri[1*], Abdul Qahar Zainal[2], Wahyudin[3], Abdul Wahab[4], Nur Setiawati[5]

[1] Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumaharjo Km. 5 Makassar, Indonesia 90231. Email: 10220170002@Student.umi.ac.id

[2] Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumaharjo Km. 5 Makassar, Indonesia 90231. Email: abdulqaharzainal@gmail.com

[3] Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumaharjo Km. 5 Makassar, Indonesia 90231. Email: wahyudin@umi.ac.id,

[4] Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumaharjo Km. 5 Makassar, Indonesia 90231. Email: abdulwahab79@umi.ac.id,

[5] Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumaharjo Km. 5 Makassar, Indonesia 90231. Email: nur.setiawati@umi.ac.id

*Correspondence Author

Abstract: This study discusses using the LuvLingua application media to improve seventh-grade students' vocabulary mastery in Arabic language learning at MTsN 2 Wakatobi. This study aimed to analyze the increase in vocabulary in Arabic language learning. Moreover, find out if the LuvLingua application media can improve the vocabulary of seventh-grade students at MTsN 2 Wakatobi. This type of research uses the Classroom Action Research (PTK) method. The research focuses on students of class VII A MTsN 2 Wakatobi, a total of 20 people. This study's data collection methods are observation, tests, and documentation. The data analysis technique used in this study is to use the percentage calculation formula and the average value of both the data analysis of students' activity sheets and the completeness of the results of vocabulary mastery. The study's results stated that before conducting research, students were given a test to determine their initial ability, and the average value obtained by students was only 55.75. Then, in cycle I, the average value obtained by students was 62.65; in cycle II, the average value was 72.7. Based on the study results, the ability to master the vocabulary of class VII students of MTsN 2 Wakatobi increased when using the LuvLingua application media. Based on the study's results, it can be concluded that with the use of the LuvLingua application media, the mastery of vocabulary of class VII students of MTsN 2 Wakatobi can increase.

Keywords: LuvLingua; Vocabulary Mastery; Arabic Language Learning; Digital Media.

How to Cite?
Syahputri, A., Zainal, A. Q., Wahyudin, W., Wahab, A., & Setiawati, N. (2025). The Use of Luvlingua Application Media in Improving Arabic Vocabulary. Journal of Digital Arabic Language Education, 1(1), 32–39. https://doi.org/10.33096/jdale.v1i1.xxxx

1. Introduction

Language is an essential basic need for humanity because it is a medium or tool to convey human ideas, thoughts, and feelings verbally and in writing so that others can communicate and understand them. Communication is a basic need that almost

everyone feels. All humans need communication. Communication is the link to the meaning of other human wills. Arabic is one of the most essential communication tools in various fields, including Islam, international relations, and international affairs. (Azlia Cahyani Ngalawi & Hakim Zainal, 2020)

"Arabic language lessons both at the madrasah and university levels are subjects or courses that aim to develop oral and written communication skills to understand and foster the ability to speak Arabic *fushah* (fluently) as well as express information, thoughts, feelings, and the development of religious science, general knowledge, and socio-culture."(Ngalawi & Zainal, 2020)

In addition, Arabic also has a vital role in the international world, where Arabic is used in both Islamic and non-Islamic education. It has even become a study in major universities around the world. In addition, Arabic is used in other international forums such as the United Nations (UN). Thus, Arabic has shown how vital its position is in various aspects, so the Arabic language is essential to learn. Along with the development of human life, the variety of languages became increasingly diverse, so multiple languages such as English, Arabic, Korean, Japanese, Spanish, and many more were born. These languages are international languages that foreign speakers widely study because of their various interests. Such as political, business, and international relations interests. One of the essential languages to learn today, from several of these languages, is Arabic, especially for Muslims. Arabic is the language of worship for Muslims (Siti Rohani Jasni et al., 2020)

Vocabulary is one of the most essential elements that Arabic learners must master. According to David Wilkins, as Sesep and Munawar Mahmud quoted, *"Without Grammar, very little can be conveyed, without vocabulary, nothing can be conveyed."* Without knowing grammar, there is very little we can express. Still, without knowing vocabulary, nothing can be expressed. This statement indicates the importance of vocabulary in linguistics. However, often students have difficulty memorising vocabulary, and not many of them feel bored when teaching it, as a result of research conducted by Muh. Haris Zubaidillah and Hasan show that the difficulty in mastering Arabic vocabulary includes that learners are afraid to learn Arabic because they consider Arabic difficult, dull, and uninteresting. In addition, some obstacles come from teachers, including being less creative and innovative in learning. Therefore, in mastering Arabic vocabulary, media that tend to be interesting must be implemented to make it easier for students or learners to learn Arabic vocabulary. (Edison et al., 2019)

Learning media that is used appropriately will greatly help educators motivate, attract students' interest in learning, and increase students' understanding of the lessons. The current development of media is not only print and computer-based press, but has begun to penetrate mobile-based media, or what is often called *mobile learning*. The capabilities and technology of mobile phones as a communication medium continue to increase, and we are familiar with *smartphones*. The use of *smartphones* in Indonesia

continues to grow from year to year. Indonesia has the fourth largest smartphone users worldwide after China, India, and the United States, with 190 million people in 2023. So, smartphones are critical in today's life and require high mobility.

Arabic language learning at MTsN 2 Wakatobi, which has been running so far only uses lecture methods, dictation, imla', and memorisation methods. The lecture methods, dictation, IMLA, and memorisation used in teaching and learning activities do not provide an image that can stimulate students' thinking, so that students find it difficult to remember and practice Arabic in daily life. This will affect the quality of learning, which may result in student learning outcomes. (Wuisang et al., 2022)

Based on the description above, the author is interested in conducting research at MTsN 2 Wakatobi. The sample taken is grade VII students at MTsN 2 Wakatobi. Arabic learning in grade VII is delivered conventionally. Even though not all Arabic material can be delivered manually in the class, it is necessary to have easy-to-use and fun media to spur enthusiasm in learning Arabic, especially in mastering Arabic vocabulary (*Mufradat*), namely by applying mobile learning media, one of which is the *LuvLingua application.*

2. Methods

2.1 Types and Approaches of Research

The type of research that will be carried out in this quantitative research is class action research, namely, the compiler will collect data by applying a strategy/method to the object being researched to obtain results from the application of the strategy in question. (Irfan Syahroni, 2023)

Classroom action research is a research activity by observing a learning activity that is given action, which is deliberately raised in a class, aiming to solve problems or improve the quality of learning in the classroom. In this case, the author will apply the use of the *LuvLingua* Application media to find out the improvement of Arabic vocabulary there(Irfan Syahroni, 2022)

2.2 Location and Time of The Study

In this study, the researcher took a location at MTsN 2 Wakkatobi, which is located on Jl. Poros Sombano No.21. Ambeua Raya Village, Kaledupa District, Waktobi Regency, Southeast Sulawesi Province

2.3 Research subjects

The subject of this research is grade VII MTsN 2 Wakatobi students for the 2023/2024 school year. This is determined based on the results of the researcher's initial observation of the class that will be used as the subject of the research. The total number of students in class VII MTsN 2 Wakatobi is 20 students, namely nine male students and 11 female students (Akbar et al., 2024)

2.4 Metode pengumpulan data

Data collection in this study is carried out through several techniques in order to obtain valid and reliable data. First, observation is used to directly observe Arabic learning activities in grade VII, especially related to student activity. Second, the test is used as a learning evaluation instrument through pre-test and post-test to measure students' initial abilities and learning outcomes after being treated with the Narrating learning model. Third, interviews are conducted with teachers and students to obtain in-depth information about the learning experience and the obstacles faced. Fourth, documentation is used to collect supporting data in the form of notes, archives, and relevant documents related to the implementation of learning.

2.5 Instrumen Penelitian

The instrument used in this study is an observation sheet (perception), which records student involvement activities and level while learning Arabic mufradat with the Narrating model. This sheet is compiled based on a grid of indicators of student activity and participation in the learning process. This instrument allows researchers to obtain an objective picture of student involvement in developing vocabulary. In addition, a reflection sheet is also used to evaluate the development of student learning outcomes in each cycle. This reflection is the basis for planning and learning improvement in the next cycle.

3. Results and Discussion

3.1 The use of *the LuvLingua* app in improving Arabic vocabulary

In the learning process, learning media play an important role in efforts to achieve educational goals, because learning media can be a reasonable and effective means for an educator in the learning process to create attraction and grow students' interest so that they can easily understand and absorb every subject matter delivered by an educator.

In the learning process, an educator must use Fariasi learning media so as not to cause boredom in students because the use of Fariasi media itself creates attraction and fosters interest and attention in learning.

Researchers in grade VII MTsN 2 Wakatobi are using *the LuvLingua* application in Arabic learning. This approach aims to improve mastery of Arabic vocabulary, interspersed with exciting games contained in the *LuvLingua* application, eliminate boredom and boredom felt by students in the classroom, and foster interest in learning during the learning process.

Before conducting research, the researcher contacted the school to conduct research at MTsN 2 Wakatobi to find out whether the school was willing to accept researchers. This ensured that the researcher knew the material being taught, allowing the researcher to adjust the subject matter to the research plan.

After being approved, the researcher met with the head of the Madrasah and educators in Arabic studies. The meeting received a good response from the head of the madrasah and the educators who teach there, and provided support for the purpose and objectives of the researcher. Furthermore, researchers and educators in the field of

Arabic studies discussed the research to be carried out, including the research schedule, the classes to be researched, the determination of the KKM, making the RPP, and finally being allowed to conduct Class Action Research (PTK) in class VII MTsN 2 Wakatobi, with a research schedule around November 2024. Moreover, on the advice of the teacher in the field of study, the researcher conducted research by filling in the hours of empty subjects in class VII.A.

The determination of the KKM score is 75%. An explanation accompanies the determination of the KKM if 75% of students get a vocabulary improvement test score of 75 or more. The research will be said to be complete, and if the percentage of students is below 75, then the research will not be considered complete. Based on the calculation results, the average score of the pre-test results of grade VII students is 55.75. This score is included in the low category because many students still get a score below 75. Based on this data, information was obtained that the learning completeness of students did not meet the minimum completeness criteria (KKM). Only four students achieved a completeness score of 20%, so students reached the category of incompleteness of as many as 16 people or 80%.

The implementation of this cycle lasted for 2 days, consisting of 2 meetings for learning activities and one meeting for the first cycle test, with the stage of class action research, namely the planning, action, observation, and reflection stages. The first meeting in cycle I will be held on November 28, 2024, at 10:30-11:10 using *a device* in the form of *a smartphone.* Coaching is prepared in the form of games contained in the *LuvLingua* application. The researcher ensured that all students of grade VII MTsN 2 Wakatobi were already in the classroom, then opened learning with a prayer, and then attended to students to ensure that all students were present in learning Arabic using *the LuvLingua application and* teaching in cycle I of the first meeting.

At this stage, the researcher makes observations of the classes carried out in line with the learning process in the action stage of cycle I, using observation sheets prepared beforehand. This observation was made to determine how much the *LuvLingua* application media improves students' vocabulary mastery. This observation stage uses observation sheets in the form of the results of the activities that have been carried out. In the first cycle, with a total of 20 students

3.2 Hasil penggunaan aplikasi *LuvLingua* dalam meningkatkan kosa kata bahasa Arab

Twenty people, 16 people or 80% of students active in pronouncing mufrodat are 13 people or 65%, while students are serious in memorizing mufrodat as many as 10 people or 50%.

Based on the analysis of student activity data above, it can be concluded that students' activities participating in the Arabic language learning process using *the LuvLingua application media* are categorized as good.

The results of the evaluation carried out in cycle I can be seen in the following table: The implementation of this cycle also lasted for 2 days, consisting of 2 meetings for learning activities and one meeting for cycle II tests, with the stage of class action research, namely the planning, action, observation, and reflection stage. Before the second cycle

was carried out, the first cycle was evaluated in collaboration between educators and researchers. The results of the evaluation of the first cycle are used to improve the learning that will be carried out in the second cycle and to prepare the lesson plan. The first meeting in cycle II was held on November 30, 2023, at 08:30-09:10 using *the LuvLingua* application as a learning medium. Then the educator ensures that all students of grade VII MTsN 2 Wakatobi are in the classroom, then opens the learning with a learning prayer, and then attends to students to ensure that students are present in participating in Arabic language learning with the use of the *LuvLingua application media* in the second cycle of the first meeting.

The second meeting was held on the same day at a different time after the break, which was at 10:30-11:10, and the steps were not much different from the first meeting. In this second cycle, the researcher did the same thing as in cycle I. The researcher observed the process of learning Arabic using *the LuvLingua* application media to improve students' vocabulary. In this case, the researcher will conduct field notes and evaluate the results of cycle II actions. In this cycle, researchers found increased vocabulary in students in every aspect of observation. The results of observations in the second cycle can be observed in the following table: In the second cycle, 20 students attended the learning, 18 or 90% were active during the learning process, 17 or 85% were active in pronouncing mufrodat, and 18 people or 90% were serious in memorizing mufrodat.

Based on the analysis of student activity data above, it can be concluded that students' activities participating in the Arabic language learning process using *the LuvLingua application media* are categorized as good. The results of the evaluation carried out in cycle II can be seen in the following table: In the reflection of cycle II, using the *LuvLingua* application media to improve Arabic vocabulary in class VII MTsN 2 Wakatobi is said to be complete. From the analysis results based on observations and evaluations in the second cycle action above, it can be concluded that using *the LuvLingua* application media in Arabic learning can improve Arabic vocabulary in grade VII MTsN 2 Wakatobi students.

Based on the results of the research that has been carried out, data was obtained that showed that the results of vocabulary mastery in the pre-cycle showed that four students succeeded in achieving KKM and 16 did not achieve KKM with an average score of 55.75 with a presentation of completeness of 20% and incomplete 80% were in the category (Failed) because they still could not achieve the expected action intervention, namely with a score of 75 with a completeness level of 75%.

After the first cycle was carried out, the results of the students' vocabulary improvement showed that eight had successfully achieved the KKM and 12 had not achieved the KKM with an average score of 62.65 with a presentation of 40% completeness, included in the good category, this shows that the learning outcomes in the first cycle have improved and the expected action interventions have been achieved. However, there are still students who have not reached the expected scores. So after the implementation of the second cycle, the increase in vocabulary in students showed that 15 students achieved the KKM score, and only five students did not achieve the KKM,

with an average score of 72.7, with 75% completeness, and were in the Very Good category.

The presentation of improving students' vocabulary before and after the use of the *LuvLingua* application media, from pre-cycle to cycle I, increased by 20%, from cycle I to cycle II, 35%, after the use of the *LuvLingua* application media in cycles I and II.

4. Conclusion

The learning process with the use of *LuvLingua application media* to improve students' vocabulary carried out by researchers with two cycles is carried out with several processes, namely: planning in the form of making lesson plans and preparing *devices* in the form of *smartphones*, the action stage (teaching and learning process) where the researcher opens the lesson with a greeting and continues with a learning prayer, absenting students who are present then convey learning objectives and outline of the scope of the material as well as explanations of the activities to be carried out, teach students how to use the application correctly, show pictures and listen to sounds according to the vocabulary contained in the application then direct students to repeat the vocabulary that has been mentioned until the students memorize the vocabulary and close the lesson by reading hamdalah, pray and greet. Then observation, tests, and documentation.

From the results of the 2-cycle research conducted by the researcher, it can be concluded that using the *LuvLingua* application media in learning Arabic can improve the vocabulary of grade VII MTN 2 Wakatobi students. In the pre-cycle test results, only four students managed to achieve the KKM score, while 16 students did not achieve the KKM score. In the evaluation of the first cycle, there has been an increase in vocabulary, where eight students have managed to achieve the KKM score, and 12 students have not reached the KKM, with the presentation increasing from pre-cycle to cycle I by 20%. Meanwhile, in cycle II, there was an increase in vocabulary in students, where there were 15 students who achieved the KKM score, and only five students who did not achieve the KKM score, with the presentation increasing from cycle I to cycle II by 35% and was in the outstanding category.

Bibliography

Adjirante, A. D., A, M. A., & Djirimu, M. (2022). Pengembangan Media Ppt Interaktif Materi Perkalian Untuk Siswa Sd Kelas 2 Selama Masa Ppkm Darurat. *Jurnal Teknologi Pembelajaran Indonesia*, *5*(1).

Akbar, R., Sukmawati, U. S., & Katsirin, K. (2024). Analisis Data Penelitian Kuantitatif. *Jurnal Pelita Nusantara*, *1*(3). https://doi.org/10.59996/jurnalpelitanusantara.v1i3.350

Azlia Cahyani Ngalawi, & Hakim Zainal. (2020). Kajian Literatur Saiz Kosa Kata Arab di Malaysia [Literature Review of The Size of the Arabic Vocabulary]. *BITARA International Journal of Civilizational Studies and Human Sciences*, *3*(1).

Chairunnisa, C. (2021). Penguatan Kognisi Guru Dalam Pemanfaatan Ptk Bagi Pembelajaran. *Jurnal PkM Pengabdian Kepada Masyarakat*, *4*(5). https://doi.org/10.30998/jurnalpkm.v4i5.6366

Edison, M. A., Rosita, D., & Kusrini, N. (2019). Aplikasi Luvlingua dalam Meningkatkan Kosakata Bahasa Prancis Pada Siswa Kelas XI SMK Kridawisata Bandarlampung. *Jurnal Pendidikan Bahasa Prancis*, *vol 2*(1).

Hermawan, B., Endang, L., & Apriana, M. (2020). Peran Media PPT untuk Peningkatan Minat Belajar dalam Pembelajaran Kosakata Bahasa Mandarin. *Jurnal Penelitian Pendidikan*, *20*(2). https://doi.org/10.17509/jpp.v20i2.26887

Hs, A. I., & Suriningsih, W. M. (2021). Pengembangan Media Pembelajaran Berbasis Permainan Roda Putar Pada Pembelajaran Kosakata Bahasa Arab Di Taman Kanak - Kanak. *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*, *4*(2). https://doi.org/10.24042/ajipaud.v4i2.11381

Irfan Syahroni, M. (2022). Prosedur Penelitian Kuantitatif. *EJournal Al Musthafa*, *2*(3). https://doi.org/10.62552/ejam.v2i3.50

Irfan Syahroni, M. (2023). Analisis Data Kuantitatif. *EJournal Al Musthafa*, *3*(3). https://doi.org/10.62552/ejam.v3i3.64

Jasiah, Parselus, Haris, Marjuki, Taufiq, A., Berlianti, N. A., Wijayanti, A., Chrissunday, J., Pohan, N., Hamzah, Junaedi, Febriyanto, B., Basoeky, U., Haqiyah, A., & Nailssa'adah. (2021). Mahir Menguasai PTK (Penelitian Tindakan Kelas) Dalam 20 Hari. In *Nucl. Phys.* (Vol. 13, Issue 1).

Ngalawi, A. C., & Zainal, H. (2020). Kajian Literatur Saiz Kosa Kata Arab di Malaysia [Literature Review of The Size of the Arabic Vocabulary]. *BITARA International Journal of Civilizational Studies and Human Sciences*, *3*(1).

Siti Rohani Jasni, Suhaila Zailani, & Hakim Zainal. (2020). Impak pendekatan kreatif dalam pengajaran dan pembelajaran kosa kata arab. *BITARA International Journal of Civilizational Studies and Human Sciences*, *3*(1).

Syahputri, A. Z., Fallenia, F. Della, & Syafitri, R. (2023). Kerangka berfikir penelitian kuantitatif. *Tarbiyah: Jurnal Ilmu Pendidikan Dan Pengajaran*, *2*(1).

Wuisang, B., Sambeka, F. L., & Sompotan, A. G. Y. S. (2022). Efektivitas Media Aplikasi Luvlingua Dalam Pembelajaran Kosakata Bahasa Jepang Di Sma Negeri 1 Tondano. *Kompetensi*, *2*(04). https://doi.org/10.53682/kompetensi.v2i04.4803

Zubaidillah, M. H., & Hasan, H. (2019). Pengaruh Media Kartu Bergambar (Flash Card) Terhadap Penguasaan Kosakata Bahasa Arab. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban*, *2*(1). https://doi.org/10.35931/am.v2i1.90